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ABSTRACT

Achievements made during the third year of a transitional bilingual program for Chinese, Japanese, and Korean middle school students in the Torrance Unified School District (CA) are reported. The project focused on four goal areas: student instruction, staff development, materials, and parent involvement and education. At each of the district's six middle schools, the evaluation sampled the following: Limited English Proficient (LEP) students from each of the three language groups; three curriculum areas (English as a Second Language, social studies, and science); and sixth, seventh, and eighth grade levels. The findings suggest that the project met 89 percent of its objectives. It is concluded that more work needs to be done in the areas of inservice training, sheltering, and cultural awareness. Twelve tables supplement the narrative, and 15 pages of student work are appended. (LB)

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THIRD EVALUATION REPORT (1990-1991)

BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

in

Torrance Unified School District

Prepared by
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Educational Program Evaluation

Los Angeles County Office of Education

FL 020 391

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THIRD EVALUATION REPORT
(1990-1991)

BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

(A Chinese, Japanese, and Korean Transitional Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act)

in

Torrance Unified School District
Torrance, California

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Downey, California

November 1991

THIRD EVALUATION REPORT
(1990-1991)

BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

(A Chinese, Japanese, and Korean Transitional Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act)

EXECUTIVE SUMMARY

This Evaluation Report describes the achievements made during the third year of a transitional bilingual program for Chinese, Japanese, and Korean middle school students in the Torrance Unified School District. The project focused on the four goal areas of: student instruction, staff development, materials, and parent involvement and education.

For the third year in a row, the district again asked the Los Angeles County Office of Education to provide an external evaluation of the project. At each of the district's six middle schools, the external county evaluator sampled: Limited English Proficient (LEP) students from each of the three primary language groups (Chinese, Japanese, and Korean); each of the three project identified curriculum areas (English as a Second Language, social studies, and science); and each of the project's three grade levels (sixth, seventh, and eighth). All six of the district's middle schools were involved in this Title VII Project. Because of the evaluator's sampling plan (See Table 3), the data gathered are believed to be representative. Emerging from the data was a clear picture of how the project surrounded the LEP project students and attempted to assist them toward fluency.

Overall, seventeen (17) of a total of nineteen (19) Title VII Evaluation Plan Objectives were attained during the third year (1990-1991) of the project. This "better than 89% attainment level" was reached in spite of the fact that the year contained surprises that could have or did impact the program and/or the evaluation. Historically, three objectives were unattained in the project's first year, one in the second year, and two in this third year.

The two unattained objectives involved the areas of: (1) the use of sheltering strategies by social science and science teachers (Objective A.1.3.), and (2) the provision of at least one cultural event involving the Chinese, Japanese, and Korean cultures separately or together (Objective A.1.6.). The first involved only one teacher at one school, while the second involved only two teachers at one school.

One surprise encountered during the year had to do with the estimate of the number of teachers who needed to be, and therefore would be inserviced. The training budget for year three anticipated satisfying the inservice needs for six teachers; instead, there were eighteen. While the project director did provide training, it appears that it did not involve enough time and experiences in the areas of sheltering and cultural awareness. These needs have been addressed in the district's "Renewal Grant" submitted in November 1991.

Another surprise was related to the handling of student test score data. The district's data processing office had promised that it would download test score data from its tape into Macintosh readable Excel files which could then be accessed directly by the Title VII director and the county evaluator. As it turned out, the district's data processing office failed to meet its promise, and the project director did the Excel format data entry herself.

Despite these surprises, the project had a high, 89%, objective attainment level. A few of the achievements are listed below:

- Baseline student test score data in the areas of reading, language, social studies, and science were collected, computerized, and described in tabular form;

- Project students were identified quickly and placed in the "appropriate program";

- Seventeen (17) of the eighteen (18) teachers whose students were selected by the evaluator did "provide needed assistance (did shelter) and did keep records of student progress" as called for;

- A student tracking system did collect information on changes in the rate of student grade retention, dropout, absenteeism, placement in special education classes, and placement in a program for gifted and talented;

- The gain in student self-esteem that occured between the first year and the second was maintained in the third;

- Project appropriate cultural events were documented at five of the six middle schools;

- More than eleven percent (11.2%) of the project students were redesignated as Fluent English Proficient (FEP);

- More than ninety percent (94%) of the district's redesignated FEP students who were still in the district's schools were experiencing satisfactory academic progress; and

- A project advisory committee was established and met throughout the year.

In conclusion, while more work needs to be done, especially in the area of inservice training in both sheltering and cultural awareness, the county evaluator found the project had been implemented as described in the original and continuation grant applications and was functioning well.

Section 1

The Program Evaluation Plan

The Title VII grant received by Torrance Unified School District from the Office of Bilingual Education and Minority Language Affairs of the U.S. Department of Education was for a term of three academic years: 1988-1989, 1989-1990, and 1990-1991. This year's report is concerned with achievements during the third year of the three-year project.

Over the last three years only minor revisions have been made to the original evaluation plan which was itself based closely on the grant application. For example, percentage levels of project students expected to be redesignated as "Fluent English Speaking" (FEP) changed from year to year as project staff at each school adjusted their estimates based on actual figures from previous years and the number of Level 2 (L2) and Level 3 (L3) students they had at the beginning of the academic year. The minor revisions to evaluation plan objectives generally resulted in situations in which there was a better match between the way the objective was written and what was reasonable to expect. Furthermore, care was taken to see to it that revised objectives continued to represent high quality.

Before proceeding to Sections 2 and 3 of this evaluation report, the evaluator wishes to thank Mrs. Kikuko Nishi, the middle school Title VII Project coordinator, and the selected school site personnel whose names are shown in Table 1 below for their cooperation and assistance, without which this third, district level, middle school bilingual program evaluation report would have been very difficult.

TABLE 1

Selected Title VII Project Personnel at Each School

SCHOOL	PRINCIPAL	ASSISTANT PRINCIPAL	ESL TEACHER(S)
Calle Mayor	Carol Riley	Pat Tierney	Nobuko Wakamoto
Casimir	Richard Leibovitz	Steve Saito	Carol Galouskin
Hull	Bill Tokubo	Kathy Enloe	Lori De Falco
Lynn	Rick Long	Mary Lou Ryder	Marlene Shlens
Madrona	Betty Gibson	Joseph Zeiler	Kimiko Ego
Magruder	Sid Morrison	Ken Di Noto	Carol Galouskin

Note: Names of "sheltered" classroom teachers and instructional aides are not shown here. "ESL" stands for English as a second language.

The school site personnel whose names appear in Table 1 above were also instrumental in the improvement of the evaluation plan for the third project year.

Appreciation also goes to Merlyn Madrigal for her word processing work, and to Steve Yamarone for his assistance in statistical analysis. In addition, Dr. Alice Healy-Sesno, consultant-in-charge, Division of Educational Support Services in the Los Angeles County Office of Education, coordinated delivery of county evaluation services to the Torrance Unified School District.

Section 2

Evaluator's Opinion Regarding The Program Evaluation Plan Elements

The evaluator agrees with the proposed evaluation instruments, data collection, data analysis, and data presentation procedures called for in the Program Management and Evaluation Plan, as revised, for the third year of program operation, 1990-1991.

Section 3

Results of the Evaluator's On-Site Visits, Data Gathering, and Analyses

The program evaluator made on-site visits to the district's Title VII project sites on the dates shown below in Table 2.

TABLE 2

Los Angeles County Program Evaluator's Title VII Visits

	DATES VISITED	
SITE	EVALUATION PLANNING VISITS	OFFICIAL ON-SITE VISITS
District Title VII Office	July 26, 1990	
	September 26, 1990	
	January 11, 1991	July 9 & 29, 1991
Calle Mayor	February 19, 1991	May 16, 1991
Casimir	March 4, 1991	May 20, 1991
Hull	February 15, 1991	May 17, 1991
Lynn	February 5, 1991	May 15, 1991
Madrona	February 6, 1991 and	
	March 12, 1991	May 21, 1991
Magruder	February 21, 1991	May 31, 1991

During the official on-site visits noted in Table 2, the evaluator conducted structured and unstructured interviews, reviewed documents and other records, and observed English as a Second Language (ESL) teachers, and regular classroom teachers, as well as bilingual instructional assistants (IAs). The district Title VII Project coordinator accompanied the evaluator on each official on-site school visit.

During those official on-site visits at each school, the evaluator first interviewed the principal, assistant principal, and ESL teacher, reviewed documents, and then described his proposed project sampling method. Since the project focused on Chinese, Japanese, and Korean Limited English Proficient (LEP) students, the sampling plan called for following at each school at least one Chinese LEP student, one Japanese LEP student, and one Korean LEP student.

Since the project focused on the three curriculum areas of English as a Second Language (ESL), social studies, and science, the sampling plan called for following at least one LEP project student in each of those three curriculum areas at each school. Finally, since the project focused on LEP students in all of the district's six middle schools (grades sixth, seventh, and eighth), the sampling plan called for following at each school at least one LEP student in the sixth grade, one LEP student in the seventh grade, and one LEP student in the eighth grade.

Through this procedure, the evaluator sought to draw a sample from: each of the three primary language groups (Chinese, Japanese, and Korean); each of the three project identified curriculum areas (ESL, social studies, and science); and each of the three grade levels (sixth, seventh, and eighth) at each school. The evaluator's actual sample is shown below in Table 3.

TABLE 3

External Evaluator's Actual Project Student Sample

		Grade Levels and Curriculum Areas								
		6			7			8		
Project School	Primary Language	ESL	Social Studies	Science	ESL	Social Studies	Science	ESL	Social Studies	Science
Calle Mayor	*Chinese*	X								
	Japanese						X			
	Korean								X	
Casimir	*Chinese*	X								
	Japanese						X			
	Korean								X	
Hull	*Chinese*					X				
	Japanese							X		
	Korean			X						
Lynn	*Chinese*	X								
	Japanese								X	
	Korean						X			
Madrona	*Chinese*									X
	Japanese					X				
	Korean	X								
Magruder	*Chinese*						X			
	Japanese	X								
	Korean								X	

As mentioned earlier, during on-site visits to the six Title VII middle schools, the evaluator first interviewed the key project staff (principal, assistant principal, ESL teacher), reviewed documents, and then visited the grades and classrooms selected at random according to his sampling plan shown in Table 3 above. During classroom visits, teachers and bilingual instructional assistants were observed and a review of student information was made. The review included the students' initial status and evidence of progress. Classroom observations and teacher interviews were greatly facilitated by the fact that either the principal, assistant principal, or the ESL teacher took over the teaching tasks, thereby freeing the classroom teacher and bilingual instructional assistant. In an effort to be as unobtrusive as possible, the evaluator attempted to keep the teacher and instructional assistant interviews to between ten and fifteen minutes. Whenever possible, the evaluator not only reviewed work of students, he also interviewed the students in his sample. The student work described and presented by the classroom teacher was usually the basis of those interviews.

The data gathered during his on-site visits, plus that received by mail later, form the foundation on which the evaluator based his findings together with his conclusion as to whether or not each project objective in the evaluation plan was attained.

GOAL 1.0 STUDENT INSTRUCTIONAL

By July 1991 Limited English Proficient (LEP) Chinese, Japanese, and Korean students in the six project middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder who have participated in the program from one to three years will demonstrate their progress towards increased English proficiency, academic achievement, and redesignation as Fluent English Proficient (FEP).

Student Objective 1.1

By July 1991 project students (identified as LEP on or before September 30, 1990) at the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder, will have taken the Stanford Achievement Test Abbreviated 8 (SAT 8) reading and language tests (February/March 1991) which will establish baseline for academic achievement information in reading and language. (Documentation: project students' Stanford (SAT 8) reading and language test scores.)

In the past, there were three student instructional objectives (student objective 1.1, 1.2, and 1.3) that described intended student test score gains in three areas: English proficiency, social studies, and science. "English proficiency" was measured by two tests, one in reading, the other in language arts. All four subtests were part of the Comprehensive Test of Basic Skills (CTBS). For the 1990-1991 academic year, the district changed from CTBS to the Stanford Achievement Test (SAT 8) battery. Consequently, student test scores for 1990-1991 will be used to establish baseline information. Future analysis will again call for pre- to post-test score gains, using the 1990-1991 data as the pre-test. (The funding agency approved this procedure.) Baseline, frequency distribution information for project student's reading and language arts scores are shown below in Tables 4 and 5 respectively.

Conclusion

This objective was attained.

Student Objective 1.2

By July 1991 project students (identified as LEP on or before September 30, 1991) at the six project schools will have taken the Stanford (SAT 8) social studies tests (February/March 1991) which will establish baseline academic information in social studies. (Documentation: project students' Stanford (SAT 8) social studies test scores.)

Student Objective 1.3

By July 1991 project students (identified as LEP on or before September 30, 1990) at the six project schools will have taken the Stanford (SAT 8) science tests (February/March 1991) which will establish baseline academic information in science. (Documentation: project students' Stanford (SAT 8) science test scores.)

Baseline frequency distribution information for project students' social studies and science scores are shown below in Tables 6 and 7 respectively.

Conclusion

These two objectives were attained.

TABLE 4
Frequency Distribution of SAT 8 Reading Percentile Rank Scores
Spring 1991

School	Grade Level	Total # of Students	Percentile Rank Score Range									
			0% - 9%	10%-19%	20%-29%	30%-39%	40%-49%	50%-59%	60%-69%	70%-79%	80%-99%	90%-99%
	6	44	12	12	1	7	2	5	1	3	1	0
	7	8	5	2	1	0	0	0	0	0	0	0
Calle Mayor	8	12	6	0	4	1	1	0	0	0	0	0
	6	32	13	10	3	3	2	1	0	0	0	0
	7	8	6	0	0	0	0	1	0	0	1	0
Casimir	8	4	2	1	0	0	0	0	0	1	0	0
	6	23	10	3	3	3	2	0	1	0	0	1
	7	5	4	0	0	1	0	0	0	0	0	0
Hull	8	4	2	1	1	0	0	0	0	0	0	0
	6	59	29	12	8	4	3	0	0	1	0	2
	7	32	18	10	2	0	0	0	1	0	0	1
Lynn	8	13	10	1	1	0	1	0	0	0	0	0
	6	26	6	5	5	6	1	1	2	0	0	0
	7	13	5	3	1	2	0	0	0	2	0	0
Madrona	8	4	3	1	0	0	0	0	0	0	0	0
	6	15	1	4	3	1	2	2	0	2	0	0
	7	9	6	1	0	0	1	0	0	0	1	0
Magruder	8	3	2	0	0	1	0	0	0	0	0	0

TABLE 5

Frequency Distribution of SAT 8 Language Arts Percentile Rank Scores Showing the Number of Project Students

Spring 1991

School	Grade Level	Total # of Students	Percentile Rank Score Range								
			0% - 9%	10%-19%	20%-29%	30%-39%	40%-49%	50%-59%	60%-69%	70%-79%	80%-99%
	6	44	8	12	8	1	4	3	4	3	1
	7	8	2	0	4	1	0	0	1	0	0
Calle Mayor	8	12	6	3	0	1	0	1	1	0	0
	6	32	8	5	6	4	4	3	0	2	0
	7	9	7	0	1	1	0	0	0	0	0
Casimir	8	4	2	1	0	0	0	0	0	1	0
	6	23	4	5	7	3	2	0	1	0	0
	7	5	4	0	1	0	0	0	0	0	0
Hull	8	4	2	2	0	0	0	0	0	0	0
	6	59	17	12	5	4	10	3	3	4	1
	7	32	14	6	3	2	3	0	2	2	0
Lynn	8	13	4	4	3	0	1	0	0	0	1
	6	26	5	2	4	3	4	3	4	0	1
	7	13	3	2	4	0	1	0	1	0	1
Madrona	8	4	2	1	0	1	0	0	0	0	0
	6	15	0	5	3	3	2	0	1	1	0
	7	9	6	1	1	0	0	0	0	0	1
Magruder	8	3	3	0	0	0	0	0	0	0	0

TABLE 6
Frequency Distribution of SAT 8 Social Studies Grade Equivalent Scores
Spring 1991

School	Grade Level	Total # of Students	Grade Equivalent Score								
			- less than 3 yrs.	- 2.1-3.0 yr.	- 1.1-2.0 yr.	- .1-1.1 yr.	Grade Level	+ .1-1 yr.	+ 1.1-2 yr.	+ 2.1-3 yr.	+ more than 3 yrs.
	6	44	2	7	10	10	4	3	2	2	4
	7	8	0	3	2	1	0	1	0	0	1
Calle Mayor	8	12	5	2	1	1	1	1	0	0	1
	6	32	4	7	8	5	5	2	1	0	0
	7	9	1	5	2	0	0	1	0	0	0
Casimir	8	4	2	2	0	0	0	0	0	0	0
	6	23	3	4	7	6	0	0	0	1	2
	7	5	3	1	0	1	0	0	0	0	0
Hull	8	4	2	2	0	0	0	0	0	0	0
	6	59	4	9	15	16	5	5	0	0	5
	7	32	5	11	10	4	0	1	0	0	1
Lynn	8	13	10	1	1	0	0	0	1	0	0
	6	26	1	3	8	4	6	1	2	1	0
	7	13	1	4	1	4	0	0	1	0	2
Madrona	8	4	2	1	1	0	0	0	0	0	0
	6	15	1	5	2	2	3	1	1	0	0
	7	9	1	2	3	0	0	0	1	0	2
Magruder	8	3	1	0	1	1	0	0	0	0	0

TABLE 7
Frequency Distribution of SAT 8 Science Grade Equivalent Scores
Spring 1991

School	Grade Level	Total # of Students	Grade Equivalent Score								
			- less than 3 yrs.	- 2.1-3.0 yr.	- 1.1-2.0 yr.	- .1-1.1 yr.	Grade Level	+ .1-1 yr.	+ 1.1-2 yr.	+ 2.1-3 yr.	+ more than 3 yrs.
	6	44	1	10	4	9	5	2	7	1	5
	7	8	0	2	0	1	2	2	0	0	1
Calle Mayor	8	12	3	2	1	2	2	0	1	0	1
	6	32	3	5	6	11	4	0	1	0	2
	7	9	3	1	1	3	0	0	0	0	1
Casimir	8	4	1	1	0	1	0	0	1	0	0
	6	23	0	7	5	5	0	1	3	0	2
	7	5	1	3	0	0	0	1	0	0	0
Hull	8	4	2	1	1	0	0	0	0	0	0
	6	59	1	14	9	11	4	8	6	1	5
	7	32	4	7	12	4	2	2	0	1	0
Lynn	8	13	5	2	2	0	4	0	0	0	0
	6	26	0	5	4	9	1	2	4	0	1
	7	13	1	1	3	2	3	1	0	1	1
Madrona	8	4	2	0	0	1	1	0	0	0	0
	6	15	0	2	5	0	2	3	1	0	2
	7	9	1	1	1	1	2	2	0	0	1
Magruder	8	3	1	0	0	1	0	0	1	0	0

Activity Objective A.1.1

By November 1990 the principal, assistant principal, and the ESL teacher at each of the six project schools will identify those LEP students whose primary language is Chinese, Japanese, and Korean. (Documentation: T.U.S.D. LEP initial identification records including the Bilingual Syntax Measure in English, and the designated District Language Assessment Tests in English and primary language.)

Identification procedures for LEP Chinese, Japanese, and Korean students are solidly in place and understood. The "Home Language Survey" is given to each potential project student upon enrollment at the child's school site.. If indicated, a referral can then be made to the district's assessment center which is located at the same site where the Title VII director has her office. Regular classroom teachers, instructional assistants, ESL teachers, assistant principals, and principals are well aware of the procedures to be followed and the time frame within which project students are to be identified.

The student identification procedures have become institutionalized. The procedures are fast, efficient, and, by now, routine.

Conclusion

This objective was easily attained.

Activity Objective A.1.2

By November 1990 the principal, assistant principal, ESL teachers, and classroom teachers at the six project schools will see that the students who are identified as LEP Chinese, Japanese, or Korean have been placed in the "appropriate program": ESL, bilingual classroom, sheltered groups, and/or classes. (Documentation: may include class lists and schedules.)

Project staff are very knowledgeable about what student behaviors fit within the categories of "level 1 - beginning," "level 2 - intermediate," and "level 3 - advanced" in the Limited English Proficient (LEP) designation. Moreover, placement of each LEP student into the "appropriate program" is a process that is efficient and routine.

Conclusion

This objective was easily attained.

Activity Objective A.1.3

By June 1991 at each project school the ESL, sheltered social studies, science teachers, and instructional assistants will provide assistance to project students and keep records of project students' progress. (Documentation may include: student work folder, report cards, student progress reports, and computer printout grades.)

During each of the six school site visits, the evaluator selected three LEP project students whose initial status and progress could be followed by means of observation, interview, and record review. The actual sample of eighteen project students was graphically displayed in Table 3 of this report. As mentioned earlier, the evaluator drew his sample from each of the three primary language groups (Chinese, Japanese, and Korean); each of the three project identified curriculum areas (ESL, social studies, and science); and each of the three grade levels (sixth, seventh, and eighth) at each Title VII middle school. Because the external evaluator controlled the selection of the students in the sample, the information gathered is believed to be representative of all Title VII Project participants.

The evaluator interviewed ESL, social studies, and science teachers as well as instructional assistants about the initial status, support provided to and progress of the sampled students. For the third year now, it was clear that teachers and instructional assistants were working together well, understood the particular needs of their LEP students, and were implementing the project as described in the initial grant application and the 1990-1991 Program Evaluation Plan. The level of cooperation during the program's first two years as seen among ESL teachers, instructional assistants, and teachers of sheltered social studies and science classes continued at a high level.

In almost every case, teachers and instructional assistants working in sheltered social studies or science classes demonstrated a knowledge of what "sheltering" was and were able to describe in detail what their sheltered strategies were for the students in the evaluator's sample. The phrase, "in almost every case" has to be used here since one teacher out of the more than twenty who were interviewed said, "I do the same thing for him (a sampled student) that I do for the others...I have thirty-three students...what do you mean by 'sheltered'?...I don't keep folders on these kids." She went on to say that she had fourteen LEP students and then, when asked if she had attended inservice training designed to assist her in teaching Title VII students, she replied, "I've gone to so many workshops!"

A second teacher at a different school said almost the same thing; i.e., "He (the student) does everything that the rest of the class does." It was clear that

neither of these two teachers was sheltering, although, the first was supposed to be doing so and, according to the district Title VII coordinator, had attended inservice training in these strategies. The second non-sheltering teacher was not listed as one who was teaching a sheltered class, and had not attended inservice training. However, because of last minute student scheduling problems, a project student had been placed in her class.

Except for these two exceptions, all teachers and bilingual instructional assistants knew the children well and were sheltering. Some typical comments follow.

Typical Comments

- "I go over my class and unit objectives with my instructional assistant (bilingual instructional assistant)."
- "I don't give grades to my Limited English Proficient students."
- "I offer extra credit."
- "We do historical work on maps."
- "He could perform the tasks if I told him where to read."
- "I paraphrase it and have an ESL cluster."
- "We just did blood types, he tested his blood and told me his type."
- "He already knew chemical symbols (C, H, O, etc.)."
- "His grasp of English is good enough to discuss the Lakers."
- "It's easier for them if the concepts come to them in their native language."
- "Sometimes on a test she gets a 'B' but she wants an 'A,' so she turns in a science notebook. ...she's very close to reclassification. It has taken her three years."
- "She takes work home to finish it...she would have gotten an 'F' if she hadn't gotten it translated (in the beginning). Now, she has good sentence structure and she'll probably go as an 'L2' or 'L3' to North High next year. She uses facts and pictures a lot."

- "I let him read in either Japanese or English, as long as he answers my questions in English. I grade on 'effort' and 'citizenship' too. Before, he would send his (bilingual) instructional assistant to see me, now he comes to see me himself."

- "He came in as an 'L1' and didn't speak a word, sometimes he gets frustrated and stops trying. His mom travels to Korea. He does better when mom is at home."

- "I cut down the assignment. I was ESL myself. I was twelve and Italian and I didn't speak a word of English. I empathize. ...he gets the answer right, but he doesn't write in sentences yet."

- "I had my instructional assistant translate the questions in the book into Chinese."

- "She lives with her aunt. She's a shy, sweet child. I modify our core curriculum. She did My Side of the Mountain in Chinese."

- "He's been here for a few months. He's been working with the (bilingual) instructional assistant. Now he can read the assignment in English to you. He uses her (the instructional assistant) to translate. I do a lot of cooperative and use a lot of charts."

- "He can tell me anything I want to know. He said, 'my neighbor is helping me.' We don't have a bilingual instructional assistant here in the afternoon (when he's in my class). They find the unit on the congress hard. He read about it in a Japanese book in Japanese school (which he attends on Saturdays.) I have two simplified books for him, too."

- "He's an incredible student. He's done remarkably well in science. I allow my ESL kids to use open book. He's just amazing. He takes part in class discussions. He may be gifted."

- "We have no Korean instructional assistant here. It's hard to get one. I have him sitting next to Dave who does speak Korean. He did very good work on the constitution. I let him have a no grade option. He works hard but the understanding is not really there yet."

- "I have him reading in Adventures in American History. It's a fourth grade book that follows along almost chapter for chapter with our regular eighth grade book. He's turned in all of his assignments and made a notebook on the constitution."

- "She cried at first and she didn't want to come to school. So, her mother came and sat with her for two days. Now, she's getting As'."

Appendix A of this report contains a sample of student work.

Conclusion

This objective was not attained.

Activity Objective A.1.4

By June 1991 at each project school, sheltered classroom teachers, ESL teachers, instructional assistants, principals, and assistant principals will keep track of the relative amount of whole class, small groups, and/or individual instructional time spent with project students in each subject area. (Documentation: may include class schedules, sheltered lesson plans, project teacher and instructional assistant assignments, and observations.)

During the evaluator's on-site school visits, the evaluator asked for and received project student folder information, including class schedules for those students in the evaluator's sample. These class schedules showed that Title VII LEP students were programmed into the appropriate reading, language arts, social studies, and science classes. All "L-1" LEP project students had a English/language arts class that was an ESL class specifically designed for LEP students and their social studies and science classes were "sheltered."

For each student in the evaluator's sample, middle school "course and teacher" list information and LEP "student class schedule" information matched. Student class schedule information clearly showed which period a student was to be in which class, including his language arts, social studies, and science classes.

Conclusion

This objective was attained.

Activity Objective A.1.5

By June 1991 at each project school, principals and/or assistant principals at each project school with the assistance of sheltered classroom teachers, ESL teachers, and instructional assistants, will collect information on changes in the rate of student 1) grade retention; 2) dropout; 3) absenteeism; 4) placement in special education classes; and 5) placement in a program for gifted and talented. (Documentation: may include student lists, placement documentation, report cards, and school records.)

Again this year, each school reported changes in the five categories on a one-page form sent to the project director. Across all six project schools, only one project student had a problem with excessive (but legal) absenteeism (ten days). In addition, four Title VII students were referred to or placed into a special education class.

Conclusion

This objective was attained.

Student Objective 1.4

By July 1991 75% or more of LEP Chinese, Japanese, and Korean project students at the six project schools will demonstrate positive self-esteem as a result of their participation in a school cultural event or events reflecting their cultures. (Documentation: project student questionnaire in their primary language.)

For this year, project level performance has again improved. The percentage of project students answering "Good" or "Very Good" to the question, "How Do You Feel About The Cultural Event That Reflects Your Heritage?" has increased. At the end of 1989, it was a disappointing 56% (of 182), but by the end of 1990 it was 80% (of 225). This year, the figure increased slightly 84% (of 214). It was encouraging to see that the substantial gain made during the second year has been maintained for the third. Also encouraging is the fact that the third year percentage for Casimir, 85% (of 39), was well above the percentages for 1989 (54% of 13) and for 1990 (51% of 23). The data for 1990-1991 are shown below in Table 8.

Conclusion

This objective was attained.

TABLE 8

Responses by Title VII Students to the Question, "How Did You Feel About the Cultural Event That Reflects Your Heritage?"

Middle School	Primary Language	Student Response Categories & Frequencies					Total No. Responding	Percentage Answering Positively Either "Good" or "Very Good"	
		"Very Good"	"Good"	"Indifferent"	"Bad"	"Very Bad"		Each Language	Each School
	Japanese	4	8	8	0	0	20	60%	
	Chinese	4	2	3	0	0	9	67%	
	Korean	11	5	1	0	0	17	94%	
Calle Mayor	School Total	19	15	12	0	0	46		74%
	Japanese	2	13	1	1	0	17	88%	
	Chinese	0	3	0	0	0	3	100%	
	Korean	10	5	4	0	0	19	79%	
Casimir	School Total	12	21	5	1	0	39		85%**
	Japanese	2	3	0	0	0	5	100%	
	Chinese	1	0	0	0	0	1	100%	
	Korean	0	5	3	0	0	8	63%	
Hull	School Total	3	8	3	0	0	14		79%**
	Japanese	3	8	3	0	0	14	79%	
	Chinese	5	8	1	1	1	16	81%	
	Korean	7	17	2	0	0	26	92%	
Lynn	School Total	15	33	6	1	1	56		86%**
	Japanese	11	7	1	2	0	21	86%	
	Chinese	2	3	1	0	0	6	83%	
	Korean	2	3	1	0	0	6	83%	
Madrona	School Total	15	13	3	2	0	33		85%**
	Japanese	3	1	0	0	0	4	100%	
	Chinese	2	4	1	0	0	7	86%	
	Korean	4	11	0	0	0	15	100%	
Magruder	School Total	9	16	1	0	0	26		96%**
GRAND TOTAL		73	106	30	4	1	214		84% *

* Above the percentage in the Evaluation Plan Objective.
** At or above the expected percentage at each school.

Activity Objective A.1.6

By July 1990 at least one cultural event involving the Chinese, Japanese, and Korean cultures separately or together will be held at each project school. (Documentation: proof of held event, such as invitations, notices, school calendars, and pictures.)

School principals and their staffs approached this objective in one of two ways. At one group of schools one or more multicultural activities was hosted either for the entire school or for all Title VII students. (See Appendix B.) At the second group of schools multicultural activities at the classroom level were emphasized. For example, at Hull project students and parents were invited to a multicultural potluck dinner held on April 9, 1991. According to Hull's May 1991 PTSA Newsletter, "...the event highlighted a potluck dinner with foods from around the world. Fun was had by all and plans are underway to expand the event next year." A martial arts demonstration also occurred at Hull and several other schools. At Casimir and Magruder where the emphasis was on having multicultural experiences in each classroom, each targeted teacher was asked to describe the multicultural activities that took place in her room. Some reported having the children discuss their "favorite holiday" and "how your family came to America." Children were also asked to draw a map showing their country, as well as a man or a woman in native dress. (See Appendix A.)

Unfortunately, the belief that all teachers had covered "cultural events involving the Chinese, Japanese, and Korean cultures separately or together" as called for in this objective, turned out to be incorrect. In response to the short memo asking her to list the multicultural activities she had used with her class last year, one teacher wrote, "none." Another listed a "World War II Unit" that involved the story of Anne Frank and the Summer of a German Soldier. While the World War II unit is certainly educational and probably multicultural, it clearly was not a "cultural event" that involved the "Chinese, Japanese, or Korean cultures separately or together."

Conclusion

This objective was not attained.

Student Objective 1.5

By July 1991 at least 10% of project students in all of the six project schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder identified as of September 30th of each school year will be redesignated as Fluent English Proficient (FEP). (Expected percentage at each school: Calle Mayor, 5 %; Casimir, 4 %; Hull, 8%; Lynn, 5 %; Madrona, 7 %; Magruder, 10%.)

The results of redesignation testing and conferencing are shown below in Table 9.

TABLE 9

Number and Percentage of Title VII Students Who Were Redesignated 1990-1991

School	Total Number of Project Students	Redesignated	
		Number	Percentage
Calle Mayor	62	14	22.6% *
Casimir	39	1	2.6%
Hull	29	2	6.9%
Lynn	93	9	9.7% *
Madrona	42	3	7.1% *
Magruder	29	4	13.8% *
Total	294	33	11.2% *

* Actual percentage redesignated exceeded estimate.

Project-wide, 11.2% of Title VII students were redesignated as Fluent English Proficient (FEP). This exceeded the 10% figure stated in the objective. At four of the six project schools the estimated percentage of students who would be redesignated there was exceeded by the percentage actually redesignated. If only one more project student had been redesignated at Casimir and at Hull, redesignated percentages there would also have exceeded estimates.

Conclusion

This objective was attained.

Student Objective 1.6

By July 1991 70% or more of the redesignated project students in the project schools or other Torrance schools will be experiencing satisfactory progress in the regular instructional program after the first quarter of the school year. (Documentation: Follow-up questionnaire after the first quarter.)

On the follow-up form sent to each Torrance school principal, the question was, "Are there any difficulties or problems that have arisen?" in regard to the academic progress of the redesignated student identified on the form.

The results of the follow-up of LEP project students who were redesignated as FEP are shown below in Table 10.

TABLE 10

Number and Percentage of Redesignated Students Who Were Experiencing Academic Problems in the Regular Instructional Program

School Where Student is Currently Enrolled	Number of Redesignated Students in Follow-up	Number and Percentage of Redesignated Students Who Were Experiencing Satisfactory Progress	
		n	%
Calle Mayor Middle	2	2	100%
Casimir Middle	3	3	100%
Hull Middle	5	5	100%
Lynn Middle	2	2	100%
Madrona Middle	2	2	100%
Magruder Middle	5	5	100%
North High	2	2	100%
South High	4	4	100%
Torrance High	1	0	0%
West High	5	4	80%
Total	31	29	94%

Conclusion

Since the objective called for 70% of redesignated students to be experiencing satisfactory progress and 80% were, this objective was attained.

Activity Objective A.1.7

By March 1991 the principal and/or assistant principal will provide a follow-up of redesignated project students in project or other Torrance schools to determine if they are experiencing satisfactory progress in the regular instructional program after the first quarter of the school year. (Documentation: follow-up questionnaire and grades.)

As noted under the previous objective, a form was created by which to gather information on former LEP project students who had been redesignated as "Fluent English Proficient (FEP)." Each middle school principal and each of four high school principals at district schools where redesignated students were enrolled, was responsible for seeing that the form was completed and was to sign it before sending it to the district's Title VII coordinator. A copy of the student's most recent grade report was attached to the one page report form that was then sent to the evaluator.

Conclusion

This objective was attained.

GOAL 2.0 STAFF DEVELOPMENT

The sheltered science, social studies, ESL teachers, and project instructional assistants of the six project middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder will participate in inservices on the sheltered approach and bilingual teaching.

Activity Objective A.2.1

By September 1991 80% or more of selected sheltered science, social studies, ESL teachers, and project instructional assistants of the six project middle schools will be inserviced as needed in second language acquisition, sheltered approach, cooperative learning and Chinese, Japanese, and Korean, cultural awareness. (Documentation: Project director and/or school site personnel will provide sign-in attendance sheets.)

A number of inservices were held during the academic year. Of those, two are especially relevant to this objective. The first occurred on October 16, 1990, and was for "bilingual instructional assistant (I.A.)" training. The second occurred on April 18, 1991, and was for the sixth grade teachers, ESL teachers, and seventh and eighth grade sheltered science and social studies teachers who had not gone through the Title VII sheltered approach inservices during

the project's first two years, 1988-1990. Eighteen teachers signed the sign-in sheet for the April inservice.

Conclusion

More than 95% of those who should have attended inservice training did so. This objective was attained.

GOAL 3.0 PARENT TRAINING

Parents of project students at the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder will be encouraged to participate in parent education.

Activity Objective A.3.1

By July 1991 all parents of project students at each school will be encouraged to be involved in school or class activities of their children and parent education. (Documentation: may include notifications, agenda, sign-in-sheets, pictures of presentations or activities.)

Project staff provided voluminous documentation of invitations sent to parents of Title VII students. Letters, notices, and articles in school newsletters and bulletins were used. (See Appendix C.)

Conclusion

This objective was easily attained.

Activity Objective A.3.2

By June 1991 70% or more of project students' parents responding to a questionnaire will demonstrate awareness of school activities. (Documentation: returned questionnaires.)

Parent questionnaire results are shown below in Table 11. In descending order the percentage of project students' parents answering "Yes" to the "Were you informed (of the following seven school activities)?" question was: Lynn, 87%; Madrona, 77%; Calle Mayor, 74%; Casimir, 66%; Hull, 64%; and Magruder, 61%. Overall, for all six project schools and all seven school activities the affirmative response rate was 74% (844 of 1,146).

For certain school activities, at five of the six schools, the positive response rate among parents sometimes fell to 60% or below. Lynn School was the only exception; there the lowest positive percentage from parents was 77%. "Class activities" drew the most frequently low percentage. At Calle Mayor, 60% of responding parents were aware of the activity, while it received 53% at Casimir, 41% at Hull, 52% at Madrona, and 43% at Magruder. At both Hull and Magruder there were several positive response categories below 60%. Whereas, last year's responses from all parents indicated they were least aware of their school's "parent education program," results from this year indicated they were most often least aware of their school's "class activities."

Conclusion

For all six project schools 74% of all responding parents were "aware" of the seven school activities. Since 74% exceeds the 70% called for in the objective, the evaluator reports that this objective was attained.

TABLE 11

**Responses by Parents of Project Students to the Question,
"Were You Informed of the following School Activities During the School Year?"**

School Activities	Total Answering "Yes" by School											
	Calle Mayor		Casimir		Hull		Lynn		Madrona		Magruder	
	n	%	n	%	n	%	n	%	n	%	n	%
Back to School Night	31	94%	15	75%	19	79%	37	90%	23	88%	10	83%
Open House	33	100%	18	86%	23	96%	42	98%	23	88%	11	79%
PTA Program	31	91%	18	90%	16	76%	35	83%	19	73%	10	71%
Bilingual Advisory Committee Meetings	27	84%	14	70%	12	52%	33	77%	20	77%	5	45%
Special School Activities	26	87%	13	68%	12	50%	40	95%	18	75%	9	69%
Class Activities	18	60%	10	53%	9	41%	35	88%	13	52%	6	43%
Parent Education Program	22	71%	16	80%	14	56%	33	79%	21	84%	4	33%
Total		84%		75%		64%		87%		77%		61%

Corrected February 19, 1992

GOAL 4.0 MANAGEMENT

The project director will manage the project for the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder.

Activity Objective A.4.1

By October 1990 a project director will be employed to coordinate project activities as evidenced by board-approval of hiring. (Documentation: contract memos.)

On May 7, 1990, the Torrance Unified School District issued a "Notice of Employment" to Mrs. Kikuko Nishi, Title VII resource teacher/project coordinator. By her signature nine days later, she accepted the offer of employment for the term September 1, 1990 to June 30, 1991.

Conclusion

This objective was easily attained.

Activity Objective A.4.2

By July 1991 the project director will establish a project bilingual advisory committee, composed of project student parents from Calle Mayor, Casimir, Hull, Lynn, Madrona, Magruder Middle School. The advisory committee will meet a minimum of three times. (Documentation: meeting notices, minutes.)

The Title VII bilingual advisory committee met three times, on November 6, 1990, on January 17, 1991, and again on April 9, 1991. Minutes were taken at each meeting. The secretary to the committee, who was a project student's parent, issued a one-page typed summary of each meeting. Agendas were prepared and distributed prior to the meetings.

Conclusion

This objective was easily attained.

Activity Objective A.4.3.

By July 1991 the project director will visit each school to review the program quality and compliance. (Documentation: may include dates, interviews, and observations.)

The project director visited Title VII middle schools frequently. Only her pre-evaluation review visits for program quality and compliance are listed below.

Table 12
Project Director's Pre-review Visits

School	Dates
Calle Mayor	May 14, 1991
	May 15, 1991
Casimir	May 6, 1991
	May 14, 1991
Hull	May 7, 1991
	May 13, 1991
Lynn	May 7, 1991
	May 9, 1991
Madrona	May 10, 1991
	May 17, 1991
Magruder	May 6, 1991
	May 23, 1991

Conclusion

This objective was attained.

Sections 4 and 5

Possible Program Evaluation Plan Revision
and
Possible Program Modification

Only two objectives, Activity Objective A.1.3 and A.1.6, went unattained during the third year of the project. Objective A.1.6 stated that at least one cultural event involving the Chinese, Japanese, and Korean cultures separately or together "would be held at each of the six project middle schools. The difficulty arose at one of the two schools where those events were supposed to take place in each classroom. With this approach to the objective, all it took was to have one teacher write that she did not do this to force the evaluator to report that the objective was unattained.

Much the same thing happened relative to Objective A.1.3. This objective called for the "...ESL, sheltered social studies, science teachers, and instructional assistants...(to)...provide assistance to project students and keep records of project student progress." One teacher whom the evaluator interviewed about a project student in the evaluator's sample reported that she did not "shelter" her Title VII Chinese, Japanese, and Korean students. In fact, she asked what the term "sheltering" meant. She said she treated all her students the same. Since she taught social studies, it is clear that the objective's task, "to provide assistance" meant that she should be "sheltering" the Title VII students in her class. Because she did not convince the evaluator she was "sheltering," the evaluator had to report that this objective also was unattained.

Project objectives for 1991-1992 should include increased training in both "sheltering" strategies and "cultural awareness and sensitivity." In addition, site personnel need to make sure their teachers understand what they must do to assure that objectives in these areas are met.

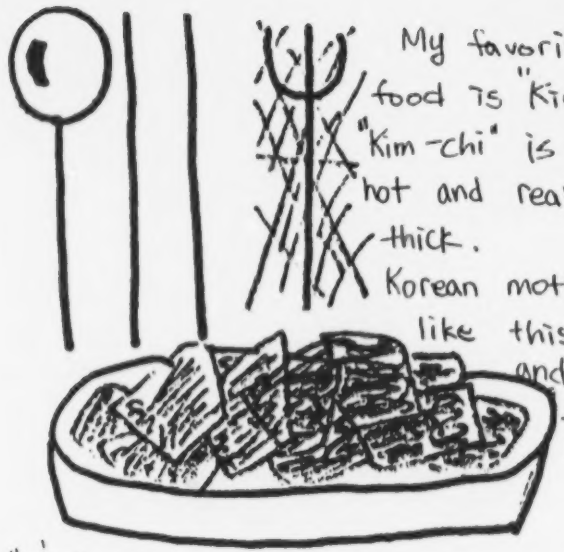
The basic project and evaluation plan has served the Title VII students well for years. These revisions will serve to strengthen that plan and the project itself.

This is a map of Japan. Japan is a very small country. But I like Japan

2

This is Japans Custom.
At New year most Japanese people wear kimono

3



My favorite food is "Kim-chi". "Kim-chi" is very hot and really thick. Korean mothers like this food and make this food.

American people use fork but Korean people use spoon and chap-sticks.

29

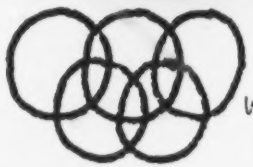
4

Seoul 1988

Olympic

This is olympic sticker.

There is many kinds of games. swimming, sacer, horse racing.... I like olympic the Seoul-Olympic was best for my life



In 1988, We had "Seoul-Olympic" It was really great. I was haipy. Some people were cry.

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Appendix A
Student Work
(continued)

Appedix A
Student Work
(continued)

light waves
LECTION AND REFR

Name [redacted]
Period 7

I. REFLECTION = the bouncing of a wave off a shiny surface

★ EXAMPLES (OF EXPERIMENTS):

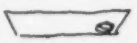
A. Mirror

B. Shiny surfaces

★ How? Angle of incidence = Angle of reflection (light bounces off at the same angle that it hit)

II. REFRACTION: the bending of a wave ~~of~~ (due to a change in speed) as it goes through another substance.

★ EXAMPLES (OF EXPERIMENTS):

A. Penny trick 

B. Pencil in a glass of water

C. Raindrops

D. Water prism

E. Prism (glass) = triangle-shaped piece of glass used to bend light waves

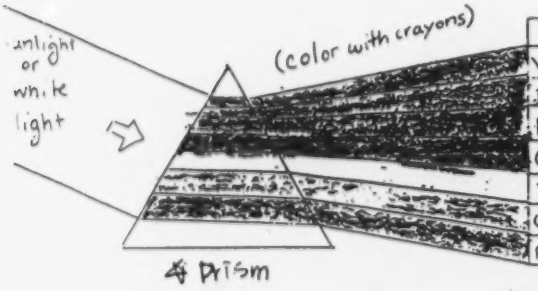


TABLE 15-2

COLOR	WAVELENGTH	FREQ.	n BENDED
Violet	shortest	highest	1.532 most
Indigo	↓ increasing wavelength	↑ decreasing frequency	—
Blue			1.528
Green			1.519
Yellow			1.517
Orange			1.514
Red	longest	smallest	1.513 least

HOW? Each color has a different wavelength. The shorter the wavelength, the more the wave is bent by the prism (example: violet). The longer the wavelength, the less it is bent (example: red)

Page 9

He picks up a leaf to protect the ants from the rain.

小男生撿起樹葉擋雨，保護他們。

"Thank you!" after the rain is over.

雨停了，小螞蟻非常感謝那小男孩。

Appedix A
Student Work
(continued)

NAME [redacted] DATE Mar / 22 91
PERIOD 5 GRADE ON ESSAY

In 1936, Millie Evans was 87 years old. She was interviewed about her life as a child living on a plantation before the Civil War. In as much detail as you can remember, describe Millie's life as a child under slavery. What were her memories about: **EDUCATION, WORK, CLOTHING, HOUSING, FOOD AND MEALS, OR PRODUCTS PRODUCED** on the plantation. Choose 4 topics to write about in the space below.

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Appedix A
Student Work
(continued)

3. CHART

COMPLETE THE CHART:

EXECUTIVE BRANCH	JUDICIAL BRANCH	LEGISLATIVE BRANCH
+Commerds the armed force •Approves treaties •Prepares the US budget • Enforce laws & may veto laws • can over-ride a veto	• Raises money taxes $ • Impeaches and convicts a federal official	•Decides if a law is consitutional •Interprets the meaning of laws •

+6 +1

- Enforces laws, and may veto laws
- Can override a veto
- Commands the Armed Forces
- Decides if a law is constitutional
- Raises money (taxes) $
- Interprets the meaning of laws
- Prepares the U.S. Budget
- Impeaches and convicts a federal official
- Approves treaties
- Appoints Supreme Court Judges

4 SHORT ANSWER

1. Amendment I of The Bill Of Rights guarantees 5 personal freedoms. List 3 of the personal freedoms and show or tell in your own way what they mean.

+ religions	+ Speech	+ Assemble
+believe or not believe any religion you want	+say wat you want to say	+right to meet in any groups in any time

+15

ANCIENT ROME 2

The Romans were influenced by both the Etruscans and the greeks. from the Etruscans the romans learned how to pave roads drain marshes. and build with stone; they adopted the practice of having two slaves fight which was the forerunner of the gladiator games; and they learned to make metal weapons. from the greeks the romans got their alphabet, art literature theater philosophy and much of their religion. The romans just changed the gods names to Latin: zeus became jupiter hera was juno Aphrodite was venus etc.

Appedix A
Student Work
(continued)

February 7, 1990
Pd. 4

VOCABULARY - CHAPTER 9

ENGLISH	YOUR LANGUAGE
1. AMPHITHEATER	円形げき場
2. AQUEDUCT	導水管 水どう
3. CIVIL WAR	内乱 南北せんそう(1861-65)
4. ELECT	選挙する
5. EMPEROR	皇帝 天皇
6. FORUM	公会の広場
7. FREEMAN	自由民
8. GLADIATOR	剣とう士
9. [illegible]	統治者 (支配)
10. [illegible]	大陸
11. PROVINCE	州, 県
12. REPRESENTATIVE	代表的な
13. REPUBLIC	共和国
14. SENATE	元老院 さか

Gases of Earth: Atmosphere

Gas	Chemical symbol	Percent by volume	
nitrogen	N_2	78.09	used in certain explosives such as nitroglycerin
oxygen	O_2	20.95	necessary for all living things, fuel for rockets in liquid form
argon	Ar	0.93	electric light bulbs creates an inert atmosphere for welding
carbon dioxide	CO_2	0.03	photosynthesis in plants
water vapor	H_2O	0 to 4.0	necessary for all life, absorption of certain heat
neon*	Ne	trace	advertising signs
helium*	He	trace	aqualungs, inert atmosphere for welding, lighter than air aircraft
methane*	CH_4	trace	home heating and cooking
krypton*	Kr	trace	its wavelength is used in defining the meter
xenon*	Xe	trace	electronic flash bulbs
hydrogen*	H_2	trace	welding torch fuel, product of ammonia
ozone*	O_3	trace	absorbs ultraviolet rays providing protection

20
A

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Japanese food (Sushi)

〈Sushi〉・・・〈Varieties〉

Besides hand-rolled Tōkyō-style sushi there are various other kinds.

chirashizushi: A layer of sliced raw fish is arranged on a bowl of sushi rice.

Inarizushi: Envelopes of fried bean curd flavored with soy sauce and sugar are packed with sushi rice.

Norimaki: Sushi rice and ingredients wrapped in seaweed.

Hakozushi: Sushi rice and seafood are put in a wooden mold and compressed. Primarily a Kansai district dish.

Sushi

Yoroikabuto・・・Actually, it was high-ranking warriors who wore armor and helmets like this. Foot Soldiers such as the Ashigaru wore much simpler versions.

Japan is only [redacted] land.

It's very little.

Appedix A
Student Work
(two different children)
(continued)

Good 4/9

My father works at japanese company. I dornot know what he is doing at the company. He just started working there.

rough draft Per 7
May 1

In AD 250-900, there was the Maya. The Maya's sons and doughers were not go to school. Because there was not school. Than they were worked. The Maya's sons were hunted or fished, farmed. They found a lot of foods. And Maya's doughers were worked too. They did child care, cook to help of their mother. The Maya's people had over 100 gods. They did the gods festivals. They did not have potter and wheel. They also did not have a iron tools. And The Maya was die.

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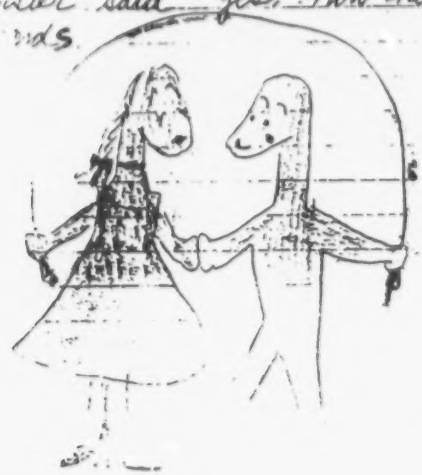
Great!

[redacted]
October, 22, 1990
period, 2-3

Monster

Monster want to clean his house, so he said "Can you help me?" to the boy. But the boy hate cleaning. So he look out side. Ten he find other monster and he run to the monster's room. He said "I find other pretty monster." But monster can't hear. Because he is vacuuming. So he said

"I find other pretty monster." And [illegible] the bath room and brush his teeth and and go to out side. Then monster said "Can I play with you?" and lady monster said "Yes." Now he has two good friends.



Appedix B
Lynn's Multicultural Program

YOU ARE CORDIALLY INVITED TO ATTEND LYNN SCHOOL'S, "MULTI-CULTURAL SALUTE TO OUR TROOPS" ON MAY 23, 1991 AT 1:00 P.M.

DURING THE MORNING OUR STUDENTS WILL BE EXPERIENCING A VARIETY OF MULTI-CULTURAL ACTIVITIES FROM SUSHI TO RICE CAKE PREPARATION TO JAPANESE, CHINESE AND KOREAN FOLKTALES. AT 1:00 P.M. WE WILL HAVE A PROGRAM DEVOTED TO A SALUTE TO THE TROOPS IN THE PERSIAN GULF.

YOUR PRESENCE AT OUR PROGRAM WOULD BE GREATLY APPRECIATED BY OUR STAFF AND STUDENTS.

SINCERELY,

Marlene Shlens

MARLENE SHLENS
(E.L.D. SPECIALIST)

Rick Long

RICK LONG
PRINCIPAL

Appedix B
Lynn's Multicultural Program
(continued)

LYNN SCHOOL'S MULTICULTURAL SALUTE TO OUR TROOPS

MAY 23, 1991

6th GRADE

PERIOD 1 8:20 9:01	JAPANESE BRUSH PAINTING MATZ 10	JAPANESE ORIGAMI MCGINNIS 8 DEMONSTRATE KIMONO (10 MINS)	KOREAN GAMES AND HOW TO WEAR KOREAN COSTUMES WILLIAMSON 5	CHINESE PAINTING SEXTON 6
PERIOD 2 9:05 - 9:46	JAPANESE BRUSH PAINTING JENSSEN 7	JAPANESE ORIGAMI DEMONSTRATE KIMINO (10 MINS) MC KARNS 4	KOREAN GAMES COSTUMES SONATY 9	CHINESE PAINTING BALDWIN 2

7/8 GRADE CLASSES

	8:20 - 9:01	9:05 - 9:46	10:04 - 10:45	10:48 - 11:38
ENGLISH CLASSES ASIAN FOLKLORE, TALES OR POETRY	PERIOD 1 POWERS 20	PERIOD 2 POWERS 20 DONAHUE 16	PERIOD 3 DERRICK 12 DONAHUE 16	PERIOD 4 POWERS 20 DONAHUE 16
FINE ARTS JAPANESE ORIGAMI	CRIPPEN	CRIPPEN 19		
MATH ABACUS (MRS. SONG & MRS. NOTO)	AGENO 26	PAZDRAL 28		GAZELEY 27
HOME EC SUSHI & RICE DUMPLINGS			(JAPANESE) GUNTLE HE	(CHINESE) GUNTLE
PE - KOREAN (MASTER KWON) TAE KWON DO CHINESE - DRAGON DANCE MR. CHEN	SIMPSON KOREAN ONLY	SIMPSON HOWARD FELLER KOREAN & CHINESE	HOWARD CHINESE ONLY	SIMPSON
SOC STUDIES BERT LYNN T.V. (MULTICULTURAL & AMERICAN NEWS) AMERICAN CONSTITUTION OR HOUSE OF REPS.	STARR	STARR	STARR	STONE
SCIENCE JIGSAW FAMOUS AMERICAN INTERNATIONAL SCIENTISTS	MARRA 24 MAYE 25	MARRA 24	MARRA 24 MAYE 25	MAYE 25
RESOURCE CENTER	JAPANESE EXHIBIT 1. IKEBANA 2. BOYS DAY GIRLS DAY DOLL DISPLAY 3. KENDO	CHINESE 1. DAILY LIFE 2. CUSTOMS 3. CRAFTS 4. CLOTHING	KOREAN Picture vases dolls furniture art work	
BAND CHINESE INSTRUMENTS AMERICAN SONGS			BAND CRIPPEN	BAND CRIPPEN

Appedix C
Lynn's Invitation to Chinese Parents

LYNN MIDDLE SCHOOL 中学
5038 Halison Street 街道号码
Torrence, California 90503托伦思.加州90503
533-4495 电话

Dear Parents,
亲爱的家长.

You are invited to come to school for the following:
请您回校参加下列活动:

_____ Beck To School Night 回校日晚会 — September 25 7:00pm

_____ Open House 参观日 — march 19 6:30-8:30pm

_____ Parent Conference 家长会议 — 6th grade Nov 26 - Dec 7, April 22 - May 3
7/8 grades Dec 3 - 7, April 29 - May 3

_____ Bilingual Advisory Committee Meeting 双语教育会议 — Sept. 25 · 6:30pm, Nov. 1 1:50-3:35pm, Jan 17 1:50-3:35pm, March 14 1:50-3:35pm

_____ School Site Council Meeting 校方会议 — Oct 2, Nov 6, Dec 4, Jan 8, Feb 5, Mar 5, Apr 9, May 28, June 18 (Res Center - 2:45 pm)

_____ P.T.A. Program 教师家长会议 — Dec. 18 7:30pm, Feb. 26 7:00pm, May 21 7:00pm

_____ Class Activity 教室活动 — Graduation June 20, 1991

_____ Special School Activity 学校举办的特别活动 — Magazine Drive Oct. 10-19

_____ Parent Education Program 家长教育节目 — to be announced

DATE: 日期 _____

TIME: 时间 _____

PLACE: 地点 Lynn middle school

(Chinese)

Rick Long, Principal校长